

# St Margaret's Preparatory School



## Special Educational Needs and Disability

<b>Date Policy Reviewed</b>	<b>Policy Reviewed By</b>	<b>Reason/Outcome</b>	<b>Next Review Due</b>
Sept 2016	Emma Blackburne	Review	Sept 2017

## Our Vision

- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

### And this is what we aim to do

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

### 1. Introduction

This policy applies to our whole school and to Early Years, including the Nursery at St Margaret's School.

*This policy is written with due regard to the SEN and Disability Code of Practice, 0-25 years (January 2015) and the Equality Act 2010: advice for schools DfE February 2013.*

It is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at St Margaret's Prep. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together, these form a statement of the principles underpinning all the work of the school.

St Margaret's is a caring school where attention is paid to the planning of the curriculum, both to extend the most able and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with special educational needs or disabilities (SEND) is at the discretion of the Headmaster and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may involve the use of specific tests and will result in a written report. The Headmaster will discuss the needs of the individual child with the school's Special Educational Needs Coordinator (SENCO). If the school

is able to meet those needs, and the child meets entry requirements, then the child may be accepted.

## **2. Principles**

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We promote British values and teach tolerance of other cultures. We welcome children with special educational needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school including the EYFS.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEND.
- b) We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- d) We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Leadership Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEND should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children. See the Differentiation Policy.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks and in thinking about the outcomes they would like to achieve. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, we are guided by the parents aspirations for their child and aim to support them in their child's learning and development. We will fully inform them about SEND provision for their child(ren), and take their views into account in respect of their children's needs.

- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

## **Aims**

The aims of our Special Educational Needs provision at St Margaret's are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of *The Code of Practice for SEND (DfES 2015)* and the *Equality Act 2010*;
- to give every child with SEND the best possible access to our broad and balanced school curriculum; making reasonable adjustments where necessary;
- to acknowledge the role parents and carers have in their child's learning;
- to continue to develop staff training;
- to make clear the expectations of all partners in the process;
- to enable all children to have access to all elements of the school curriculum
- to ensure that the children have a voice and are consulted where appropriate.

## **3. Definitions**

**Definition of SEND** [SEND Code of Practice, paragraph 1.8, 2014]

A child has special educational needs if:

- Require additional support in order to gain equal access to learning opportunities
- Have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that is normally available to pupils of the same age.

Learning difficulty or disability can be described as:

- Having a significantly greater difficulty in learning than the majority of children the same age

Or

- Having a disability which prevents or hinders the child from making use of the educational facilities in the school.

Children must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which they will be taught.

SEND provision can be considered as falling under 4 broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical and medical conditions

We also recognise children who have specific learning needs including being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

#### **4. Roles and responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. The school's Principal, the SENCO and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.*** Teaching such children is therefore a whole school responsibility.

Paragraph 6.9 SEND Code of Practice 2014

#### **The role of the SENCO**

SEN arrangements are coordinated by the SENCO whose role includes:

1. overseeing the day to day operation of the school's SEND policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;

3. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the Headmaster informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using support plans and other records;
7. maintaining the school's electronic SEN register and overseeing other records for all pupils with SEN;
8. identifying and monitoring areas of need and provision across the school, reporting to the Headmaster;
9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. liaising with parents of children with SEN, keeping notes of these meetings;
11. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
12. liaising with external agencies including Educational Psychology Services, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. advising on the graduated approach to providing SEN support.

It follows from this that the SENCO has planned time to administer the school's SEND arrangements.

### **The role of the teacher**

1. Identify pupils of concern and liaise with SENCO;
2. keep updated and relevant notes on SEN pupils on the system;
3. plan work suitable for all pupils;
4. liaise with SENCO to plan work for pupils on school support and booster plans;
5. to review and write support plans when required (supported by SENCO);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEN children that they teach; and
8. liaise with the parents of identified pupils.

### **The role of the Headmaster**

1. ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENCO regularly regarding individual children;
3. discuss staff training needs with SENCO;
4. in discussion with SENCO arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEND with the school's Cognita Assistant Director of Education.

## 5. Processes

### Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered. At a later point, and if necessary, further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to be placed on the SEN register.

### SEN Register

At St Margaret's we have due regard for the guidance in the SEND Code of Practice 2015.

The Code of Practice (paragraph 6.72) states:

It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN should be recorded accurately and kept up to date.....

Our SEN register follows the following stages and children may be moved on or off the register at any point.

Alert/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **Parents are kept informed by the class teacher about concerns which may or may not involve the SENCO.**

We follow a graduated response known as SEN support and we follow the pattern of assess, plan, do, review.

The graduated response recognises that all children learn in different ways and can have different types and levels of special educational needs. The graduated response means that, step by step, more support and expertise can be brought in to help support the difficulties a child may be experiencing.

If after differentiation the child is still not making the desired progress then they may be part of a small group and may follow an intervention for a specific area of difficulty eg phonics, handwriting. They may also be given support in class with a teaching assistant. If they are still not making the desired level of progress and it is felt that the child needs additional support then it may be suggested that the child has 1:1 lessons with the SENCO, the child will then have a Booster Plan which will be written by the class or subject teacher in consultation with the SENCO and the parents and the child if appropriate. If the child is then diagnosed with a specific difficulty they will



have a Support Plan. These plans are reviewed termly although the review period may be flexible. Where significant progress is made the class teacher and SENCo may decide, in consultation with the parents that the child will come off a support/booster plan and be monitored by the class teacher whilst still receiving any necessary differentiation. The child may also have some TA support in class if appropriate.

If, despite receiving a 1:1 programme, the child still makes little or no progress we would encourage the parents to consult a specialist or outside agency. The school seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by the local authority and will be asked to inform the school of the outcome of the assessments. A meeting must be arranged with the parents and interested parties in school to discuss the outcome.

The class/subject teacher, the SENCO and TA, if there is one, must work closely together to provide a comprehensive support program for the child. The Support will be revised in consultation with any other professionals involved.

For a very small number of pupils the above steps may not be enough to secure progress and if that is the case the parents may seek an assessment to see if the child needs a special educational needs education, health and care plan (EHC Plan). This will be carried out by the local authority with support from parents, the school and outside agencies.

### **Education, Health and Care Plan (previously 'Statement')**

For a very small number of pupils, progress after interventions may still not adequately support their needs. At this point parents can request a Statutory Assessment (EHCP) from the Local Education Authority, preferably with the support of the teachers and SENCo and following consultation with the Headmaster. The SENCo, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, by SENCo, LSA's and teachers. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCo or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during target meetings.

This may result in an Education and Healthcare Plan. A pupil with an EHC plan will have their progress reviewed every six months with teachers/SENCo/parents/outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCo to collate these records and to maintain the pupil's file.



## Procedures relating to the SEN register

### Records

The SEN provision records are as follows:

- **The SENCO keeps records of any observations that she makes.**
- **Support/Booster plans** are kept by the SENCO. Copies are kept in the pupil's file. For all years the support plans are on the school intranet system and may be downloaded in hard copy form by the class teacher/specialist subject teacher.
- **School based assessments** are stored on Pupil Asset as part of the tracking system. It is the responsibility of the class/subject teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCO has made.
- It is the responsibility of the SENCO to draw the attention of the teachers to the assessments.
- It is the responsibility of the class/subject teachers/key worker to familiarize themselves with the reports and support plans.
- **Support plan review forms** are kept with the relevant support plans in the above places.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO, with copies in the pupil's file in the school office.
- **The register of pupils with special educational needs** is on the staff intranet and all records are updated by the SENCO when appropriate. The SENCO informs all staff drawing their attention to the list a] when it is updated b] at the start of each term.

These records will be kept on a register: an active section detailing provision for all pupils currently receiving support and an inactive section of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be deleted.

At the beginning of each term staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the Alert stage list. For every pupil on the register with a current support plan, this is kept in the file which may be electronic or paper copy. Support plans are working documents and used when planning – they are accessible in a file or on the school system but remain confidential. The support plan might include arrangements for withdrawn support.

### Support/Booster Plans

A support/booster plan is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key outcomes and includes information about:

- the pupil's strengths and weaknesses;

- three or four (no more) short term outcomes set for or by the pupils, with a review date specified for each outcome;
- the teaching strategies to be used, how these are to be delivered and by whom;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised outcomes as appropriate.

Support Plan outcomes should be **SMART**:

- **s**hort;
- **m**easurable;
- **a**chievable;
- **r**ealistic; and
- have a defined **t**ime.

Support plans are based on a cycle of assess, plan, do and review.

The Plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally termly. Parents are consulted and the aspirations that they have for their child form the basis for the outcomes on the plan. Teachers are similarly consulted, as is the pupil. Parents are sent a copy of the plan.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to. Outcomes are discussed twice yearly at the review meetings.

Whole school provision mapping: See Appendix 1

### **Curriculum access for pupils**

Special needs provision is assessed, planned, done, reviewed, planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Headmaster.

The SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEN children on a regular basis with the class or subject teacher's agreement.

### **A graduated response to learning difficulties**

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the

same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student's previous rate of progress
- Which allows the attainment gap to close between the student and children of the same age

## **Integration**

Children with SEND are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

## **Examination Procedure**

Access arrangements, such as seeking extra time for examinations, are determined by the SENCO, Deputy Head and the class teacher.

## **Personal Development**

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

## **Future Schools**

The Headmaster advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

## **6. Testing**

### **Assessment**

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:

- basic background details about the pupil. This may include a taster session; during the taster session we would carry out relevant tests including listening to the child read, basic skills in maths and creative writing
  - more detailed background including parents' questionnaires and details of the pupil's medical history;
  - Baseline assessments
  - 2 year checks in the Nursery
2. On going assessments:
- assessments of the pupil's reading age using a test which provides a standardised score including NGRT reading tests
  - informal assessments by the class teacher
  - a single word spelling test
  - Progress test in maths, Progress test in English, Progress test in Science in Year 6
  - Teacher assessed Maths and English under new NC maths supported by NCETM assessment material and Ros Wilson English tests
  - Regular class based testing including weekly 'Learn Its' and weekly 'CLIC' assessments from Ros Wilson Big Maths
  - Prep children are assessed using the CAT 4

#### **STEPS:**

1. Differentiation in class (set learning targets)
2. Identify need using in-class assessment methods or following concern raised by parents/carers
3. If there is no discernible progress, adjust methods in discussion with SENCo.
4. If progress is still inadequate after this, refer for an in-school assessment and/or refer to an outside support service
5. Based on a discussion of the results, increase support to provide individual or paired or small group support.

#### **AT ALL STAGES:**

- EXIT CRITERIA MUST BE SET FOR EACH LEARNING OUTCOME
- PARENTS MUST BE KEPT INFORMED
- THE CHILD MUST BE CONSULTED

#### **Individual Health Plans**

An IHP is used when a child has a specific health concern that may affect their ability to access all aspects of school life. It is used to plan the intervention to keep the child safe in all situations. The class teacher, SENCo and Headmaster, write the IHP. It is then discussed with the parents and kept under review. We have two review meetings a year to keep the plan up to date. We also ask the parents to share any new information that they may have from the medical profession.

## Appendix 1 Whole School Provision Map

Area of need	<b>Cognition and learning</b>
<p>Wave 1</p> <p>For all children where appropriate</p>	<p>Differentiation to match the needs of all children in the class</p> <p>Clear learning objectives / Interactive working walls / Success criteria</p> <p>Teaching in incremental steps – use of mini plenaries to recap / refocus</p> <p>Different learning styles supported</p> <p>Consistent marking and feedback</p> <p>CPD for all teachers</p> <p>Clear schools policies and protocols</p> <p>Access to fully trained SENCo</p> <p>Open door policy for parents</p> <p>Repetition and reinforcement</p> <p>Individual target sheets in front of books</p> <p>Spelling bookmarks</p> <p>Peer support and feedback</p> <p>Consistent homework and homework diaries</p> <p>Guided group learning (teacher and TA)</p> <p>Clear focus on basic skills – ,mental maths, speed tests, handwriting scheme</p> <p>High quality teacher</p> <p>Pupil directed learning</p> <p>Thinking time and talking partners</p> <p>Access to library and computers for research</p> <p>Interactive whiteboard</p> <p>Regular and thorough assessments (including reading) with appropriate actions taken</p> <p>Consistent displays in classes</p>

	<p>Reading with an adult at least once a week</p> <p>Weekly Big Maths tests on Fri with CLIC - aim to beat own score</p>
<p>Wave 2 Catch up</p>	<p>1:1 booster with SENCo</p> <p>Booster groups in Maths</p> <p>Booster groups in English</p> <p>Small group in class support for Maths</p> <p>Small group in class support for English</p> <p>Big Maths pm catch-up with TA (targetted intervention) across all age groups</p> <p>Phonics catchup with TA in Pre-Prep</p> <p>Additional spelling support</p> <p>More frequent reading to an adult</p> <p>Reading Buddy from an older year group</p> <p>Focus group for handwriting</p> <p>Further differentiation</p> <p>Buddy system</p> <p>Subject specific vocabulary cards</p>
<p>Wave 3 SEN support</p>	<p>1:1 specialist teaching with SENCo</p> <p>Outside agency support</p> <p>Referral to Educational Psychologist</p> <p>Access to High interest – low reading age books</p> <p>Listening skills reinforced</p>

Area of need	<b>Communication and Interaction</b>
Wave 1 For all children where appropriate	Visual timetables Actions to accompany main concepts or terms Structured school and class routines Access to a range of resources to support learning Tidy, well-ordered environment – clear labelling Home – school daily contact book
Wave 2 Catch up	Meetings with class teacher and advice from SENCo
Wave 3 SEN support	Referral to Educational Psychologist Referral to Speech and language therapist



Area of need	<b>Social, Mental and Emotional Health</b>
<p>Wave 1</p> <p>For all children where appropriate</p>	<p>Pupil voice – class and school councils</p> <p>Class code and reward systems</p> <p>House team system across the school</p> <p>Clear, consistent behaviour routines – calm school</p> <p>Range of responsibilities</p> <p>Play leaders</p> <p>Consistent and effective emotional and pastoral support</p> <p>Whole school and class assemblies, including weekly awards assembly</p> <p>Year 6 anti-bullying ambassadors</p> <p>Friendship box where children can put positive comments concerning other pupils or any concerns</p>
<p>Wave 2</p> <p>Catch up</p>	<p>Targeted playground support</p> <p>Social skills</p> <p>Buddy system</p>
<p>Wave 3</p> <p>SEN support</p>	<p>Support from Educational Psychologist service</p> <p>Referral to CAMHS</p> <p>Home-school daily contact book</p> <p>Playground support</p>

Area of need	<b>Sensory and / or physical</b>
Wave 1	Modified worksheets Flexible teaching arrangements Writing aids – pencil grips, adapted pencils Access to a range of support resources
Wave 2 Catch up	Additional handwriting support / practise Fine and gross motor skills activities recommended
Wave 3 SEN support	Referral to Occupational Therapist

Appendix 2 **Table 1**

**Other procedures**

**Strands of Action to meet special educational needs**

	Differentiated learning in class	SEN support, a graduated response	SEN support, a graduated response	Advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, screening tests, in-school whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of class activities with group targets	Individual or small group tuition to support IP targets	Individual or small group tuition to support IP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEN/Learning Support Team as necessary	Learning support staff in liaison with class/ form teachers and the parents/ carers	Learning support staff in liaison with class/form teacher and parents/ carers	Learning support staff in liaison with external therapist, class/form teacher and parents/ carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory(VAK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT	Individual programming to support specific targets; Access to ICT

**Appendix 3 Table 2 – Methods of differentiating within the classroom in addition to using different teaching methods – Visual, Auditory, Kinaesthetic**

Area of Need	Differentiation strategies
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Different spelling groups</li> <li>• Individual spelling dictionaries/bookmarks</li> <li>• Displays of awkward words using mnemonics/highlighted sections etc</li> <li>• Set targets for presentation – words which must be correct etc</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Plan – bullet points, pictures, keywords, spider plan</li> <li>• Use writing skeleton – giving sentence starters / paragraph plan etc (see books in English Room)</li> <li>• Model writing on board first</li> <li>• Be prepared to accept different format for very weak writing – pictures, recorded story, dictated story, paired work, word processed</li> <li>• Be clear about different writing components: ideas, spelling, handwriting - focus on one component at a time and make it clear.</li> <li>• Encourage proof reading at the end of work</li> </ul>
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Use easier texts</li> <li>• Expand size of type</li> <li>• Encourage use of highlighters to find aspects of text (different speakers, actions, description etc)</li> <li>• Encourage visualisation – draw picture, describe what can be seen in the mind etc</li> <li>• Act out tricky parts</li> <li>• Use puppets</li> </ul>
<b>Reading Accuracy</b>	<ul style="list-style-type: none"> <li>• Use easier texts or larger print</li> <li>• Helping hand</li> <li>• Tapes of key information</li> <li>• Paired reading / group reading</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>• When setting tests etc – show HOW to revise using different revision strategies.</li> <li>• Give time/opportunity for over-learning and teaching each other</li> <li>• Find out with the children what works for them</li> <li>• Set different targets for knowing info AND spelling</li> <li>• Allow props such as a tables square</li> </ul>
<b>Attention and behaviour</b>	<ul style="list-style-type: none"> <li>• Key in by calling name first</li> <li>• Give a focus – ‘I’m going to ask you about...’</li> <li>• Give something positive to do (listening is hard)</li> <li>• Change activities frequently</li> <li>• Give list of things to be done and give regular feedback</li> <li>• Reward system for being on task</li> <li>• Allow movement to get something/do a task/give out books half way through lesson</li> <li>• Behaviour chart</li> <li>• Use of social stories</li> <li>• Use of visual timetables</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Assistance with reading</li> <li>• Use concrete props, including/as well as Numicon/multi-link blocks</li> <li>• Number lines</li> <li>• Tables squares</li> <li>• Check understanding of language</li> <li>• Displays of different words for add / subtract etc</li> <li>• Large squared paper where necessary</li> </ul>

	<ul style="list-style-type: none"><li>• Clearly typed worksheets with plenty of space and logical order</li></ul>
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